

**NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF STUDENT SERVICES
OFFICE OF SPECIALIZED POPULATIONS**



**COMPREHENSIVE EQUITY PLAN
for the Academic Years
2004-2005 through 2006-2007**

FORMS AND INSTRUCTIONS
TO ASSIST SCHOOL DISTRICTS AND CHARTER SCHOOLS IN DEVELOPING
A COMPREHENSIVE EQUITY PLAN TO PROVIDE
EQUALITY AND EQUITY IN EDUCATIONAL PROGRAMS

Due Date: May 5, 2004

“MANAGING FOR EQUALITY AND EQUITY IN EDUCATION” COMPREHENSIVE EQUITY PLAN

Academic Years 2004-2004 through 2006-2007

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GENERAL INFORMATION

A. Purpose

On May 7, 2003 the State Board of Education adopted the new equity code, N.J.A.C. 6A:7, Managing for Equality and Equity in Education, which outlines responsibilities for achieving and maintaining compliance with all state and federal laws governing equity in educational programs. As a result, all schools, including charter schools, are mandated to develop a three-year Comprehensive Equity Plan (CEP) governing the school years 2004-2007. The responsibility of each board of education of every public school district and charter school in New Jersey is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting their schools. The role of the New Jersey Department of Education (DOE) is to ensure that each district and charter school complies with equality and equity requirements, and to provide guidelines to accomplish that result.

The CEP will enable district/charter schools to comply with all applicable laws, codes, and regulations, including, but not limited to, the following:

Federal Law

- Titles VI and VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1990
- Individuals with Disabilities Education Act (I.D.E.A.) of 1997
- Equal Pay Act of 1973

State Law

- Article I, Paragraph 5 of the New Jersey State Constitution
- N.J.S.A.18A:36-20, Equality in Educational Programs
- N.J.S.A.10:5 New Jersey Law Against Discrimination
- New Jersey Administrative Code (N.J.A.C.) 6A:7
- N.J.S.A. 18A:35-1, History of the United States and New Jersey
- N.J.S.A. 18A:36-20, Prohibition of Discrimination

B. Submission Requirements

Districts and charter schools must submit one (1) original Comprehensive Equity Plan to its **County Office of Education** and one (1) copy to the **Office of Specialized Populations** in Trenton. The address is:

Office of Specialized Populations/Equity
New Jersey Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500

The deadline for submission is May 5, 2004.

Implementation of the Comprehensive Equity Plan is to begin in all districts and charter schools on July 1, 2004.

C. Questions and Technical Assistance

Questions regarding the development, submission, and implementation of the Comprehensive Equity Plan may be directed to the county office of education serving the district/charter school.

Northern Region

Dr. Patricia Mitchell ***Phone: 973-655-2117***

Dr. Ursula Cargill ***Phone: 973-655-2113***

Dr. Geraldine O'Connor ***Phone: 201-336-6891***

(Bergen, Essex, Hudson, Morris, Passaic, Sussex and Warren Counties)

Central Region

Dr. Beverly Hetrick ***Phone: 908-231-7171***

Ms. LaCoyya Weathington ***Phone: 609-633-8551***

Mr. Anthony Bland ***Phone: 609-984-4014***

(Hunterdon, Mercer, Middlesex, Monmouth, Somerset and Union Counties)

Southern Region

Dr. Christopher Campisano ***Phone: 856-401-2400***

Ms. Marsanne Reid ***Phone: 609-465-1281***

Dr. Jennifer Beaumont ***Phone: 856-468-8426***

(Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean and Salem Counties)

INSTRUCTIONS FOR COMPLETION OF THE COMPREHENSIVE EQUITY PLAN

Step 1: Formation of the Affirmation Action Team

A. Appointment of Affirmative Action Officer and Affirmative Action Team—(N.J.A.C. 6A:7-1.5)

Each district board of education and charter school shall annually designate a member of its staff as the affirmative action officer (AAO) and form an affirmative action team (AAT), of whom the AAO is a member, to conduct a needs assessment and to develop the CEP. The members of the AAT must be identified on the form provided on page 16—Affirmative Action Team Membership Form.

Step 2: Conduct Needs Assessment

Each district and charter school board shall use the Appendix A entitled, “*District/Charter School Needs Assessment Checklist*,” to conduct a needs assessment of their schools. This document is intended to be used as a checklist to help the AAO and the AAT identify problem areas. **It must be submitted as part of the documentation that accompanies the Comprehensive Equity Plan.**

The district/charter school needs assessment checklist contains four sections:

- I. Board Responsibility** -- This section sets forth the types of policies and resolutions that the Board must adopt (create if nonexistent, revise if existing but deficient) in order to comply with applicable law. This section outlines specific areas that must be addressed in these policies and resolutions.
- II. Staff Development** -- Please note that staff development and training on equity matters is required **annually** for **all** staff, certificated and non-certificated.
- III. School and Classroom Practices** -- This section sets forth the equity requirements for four categories: curriculum, student access, guidance, and physical education/athletics.
- IV. Employment/Contract Practices** -- This section outlines the basic practices that must be observed to comply with equity requirements in this area.

In conducting the needs assessment, the AAT will ascertain whether their district/charter school is in compliance with each particular requirement in the checklist and whether there are internal monitoring procedures in place to ensure continuing compliance. Those items needing correction or requiring an internal monitoring procedure or system will form the basis for the improvement strategies that will be proposed in the CEP.

Note that at the beginning of each section of the needs assessment, the laws and codes that specifically apply to the section have been provided for your convenience. Our office encourages the AAT preparing the CEP to refer to these sources of legal authority and become acquainted with the mandates they contain.

Step 3: Developing the Comprehensive Equity Plan (CEP)

After identifying the items that need correction, improvement strategies covering the next three years must be developed for each one of these identified items. For this purpose, forms specific to each assessment area are provided with this packet:

- **Staff Development** (one form)
- **School and Classroom Practices** (Four forms, one for each sub-area: Equality and Equity in Curriculum, Equality and Equity in Student Access, Equality and Equity in Guidance Programs, and Equality and Equity in Physical Ed/Athletic Programs)
- **Employment and Contract Practices** (one form)

The plan to correct/address each item that needs correction must be written in the form covering the corresponding topic area (Staff Development, Equality and Equity in Student Access, etc). Use the needs assessment categories and sub-categories as your guide.

Each form contains space to include each of the elements of the plan. For each form:

Identify Needs as Compliant or Non-Compliant - for ease of reference and agreement, the identified needs may mirror the language contained in the requirements in the needs assessment.

Develop Improvement Strategies - List each identified need from the corresponding number in the needs assessment (e.g., I.D.1) together with the strategies/activities you will use to improve or correct the deficiency.

Assign Staff Responsible - List the names and titles of the personnel that will implement the proposed strategies/activities.

Plan the Implementation Timeline - Fill in the triangle(s) to indicate the year that the strategy or activity will take place, i.e. 05 is the 2004-2005 school year; 06 is 2005-2006 school year, etc.

Identify Indicator of Accomplishment – List the indicator(s) and/or documentation that will be made available for review, if requested, which will verify that the identified need is being or was corrected. Use qualitative or quantitative methods depending on the type of problem that is being corrected. This is VERY important and will set forth the basis for approval of the CEP.

You may include more than one “**identified need as deficient or non-compliant**” and accompanying strategies to correct the problem in one form, or you may make copies of the form and submit a separate form for each.

Step 4: Complete the Statement of Assurances

Complete the required information about the district/charter school. Have the Chief School Administrator sign and date the Statement of Assurances in the space indicated at the bottom of the page.

Step 5: Obtain the following required Board Resolutions and attach them to the CEP:

The following Board resolutions must be attached to the CEP:

1. Resolution appointing the Affirmative Action Officer
2. Resolution authorizing the Affirmative Action Team to conduct the needs assessment and develop a comprehensive equity plan;
3. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.

Step 6: Assemble the Submission Package in this order:

1. Statement of Assurances
2. Resolution appointing the Affirmative Action Officer
3. Resolution authorizing the Affirmative Action Team to conduct the needs assessment and develop a comprehensive equity plan;
4. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.
5. List of Affirmative Action Team members
6. District/Charter School Needs Assessment Checklist
7. Comprehensive Equity Plan forms.

Step 7: Submit one (1) original to your County Office of Education and one (1) copy to the Office of Specialized Populations by May 5, 2004.

COMPREHENSIVE EQUITY PLAN

for Academic Years 2004-2005 through 2006-2007

District/Charter School Information: (please type or print)

Legal Name of District/Charter School _____ Code _____ County _____ Code _____

Address: _____ Telephone #: (____) _____

City: _____, NJ Zip: _____ FAX #: (____) _____

Affirmative Action Officer: _____ Telephone #: (____) _____
(please type or print)

AAO Email _____

Contact Person: _____ Telephone #: (____) _____
(please type or print)

STATEMENT OF ASSURANCES

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Guidelines for the Desegregation of Public Schools in New Jersey (1989); Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.
2. The district/charter school has conducted a comprehensive needs assessment of its equality and equity needs. The attached Comprehensive Equity Plan is designed to meet the assessed equality and equity needs.
3. The local board has authorized the submission of the Comprehensive Equity Plan, and will support full implementation of the plan on July 1, 2004, and upon approval by the New Jersey State Department of Education.
4. The district/charter school will also correct any form of discrimination or non-compliance identified by the New Jersey State Department of Education.

CERTIFICATION:

By signing below, the Chief School Administrator certifies that all statements above are true and correct:

Name _____ Title _____
(Print or type name and title)

Signature: _____ Date: _____

COMPREHENSIVE EQUITY PLAN

A. ACCOUNTABILITY:

1. Each district/charter school will report on its annual progress in meeting targets for all equity goals in the Quality Assurance Annual Report.
2. A sampling of district/charter schools will be reviewed on an annual basis for compliance of the approved Comprehensive Equity Plan.

B. SANCTIONS

1. As noted in 6A:7-1.9(f), “If the district board of education or charter school does not implement the comprehensive equity plan within 180 days of the approval date of the plan, or fails to report its progress annually in the QAAR, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate or refuse to award continued federal or state financial assistance, pursuant to N.J.S.A. 18A:55-2.”

APPENDIX A

**COMPREHENSIVE
EQUITY PLAN**

**DISTRICT/CHARTER SCHOOL NEEDS
ASSESSMENT
CHECKLIST**

DISTRICT/CHARTER SCHOOL NEEDS ASSESSMENT CHECKLIST
TO ACHIEVE EQUALITY AND EQUITY IN EDUCATIONAL PROGRAMS

Directions: Indicate compliance (✓) or non compliance (✗) with the following requirements; those areas identified as non compliant MUST be addressed on the Comprehensive Equity Plan forms

	Compliant	DOCUMENTATION OR EVIDENCE TO SUBSTANTIATE COMPLIANCE	Non Compliant
<u>I. BOARD RESPONSIBILITY</u> NJAC 6A:7-1.7; <u>Booker v. Plainfield</u> , 461 NJ, 1965; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX A. Adopt or re-adopt written equality and equity policies, requiring the following:			
1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following: a) Identify and address all forms of prejudice and discrimination in all district/charter school programs, practices, curricula, instructional materials and assessments.			
b) Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.			
c) Provide equitable treatment for pregnant and married students.			
d) Prohibit or eliminate sexual harassment, and harassment.			
2) Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.			
3) The appointment of an Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the district/charter school's Section 504 Officer and/or the district/charter school's Title IX Coordinator.			
4) Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.			

Directions: Indicate compliance (✓) or non compliance (✗) with the following requirements; those areas identified as non compliant MUST be addressed on the Comprehensive Equity Plan forms

B. Authorize the Affirmative Action Officer team to develop a Comprehensive Equity Plan, implement the plan over a three-year period of time, and submit an annual progress report in the Quality Assurance Annual Report (QAAR).			
C. Collect student assessment and behavioral data disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant, date of enrollment, student suspension, expulsion, child study team referrals, Pre-K-12 promotion/retention data, Pre-K-12 completion rates and re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data.			
D.			
E. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking or authorizing the following actions:			
1) Publicize throughout the community the local Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.			
2) Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator), require that the AAO be a certificated staff person and train the AAO to handle the district/charter school's equity responsibilities.			
3) Inform students, staff and the community of the name, office address, and phone number of the district/charter school's AAO, and publicize the location and availability of the district/charter school's CEP, policy(ies), grievance procedures and annual reports.			
4) Investigate and resolve discrimination complaints, grievances and incidents between students and teachers or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status or disability.			
5) Report on progress made in meeting the adequate yearly targets (as set by the Department of Education) for closing the achievement gap			
6) Authorize the AAO to conduct yearly equity training for all staff.			

Directions: Indicate compliance (✓) or non compliance (✗) with the following requirements; those areas identified as non compliant MUST be addressed on the Comprehensive Equity Plan forms

<u>II. STAFF DEVELOPMENT AND TRAINING</u> N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5	Compliant	DOCUMENTATION OR EVIDENCE TO SUBSTANTIATE COMPLIANCE	Non Compliant
<p>Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status every school year, as follows:</p> <p>1) To all certificated (administrative and professional) staff.</p>	Ongoing	MANDATORY: Address this on page 17 MANDATORY: Address this on page 17	
<p>2) To all non-certificated (non-professional) staff.</p>	Ongoing	MANDATORY: Address this on page 17	
<u>III. SCHOOL AND CLASSROOM PRACTICES</u>			
<u>A. Equality and Equity in Curriculum</u> N.J.A.C. 6A:7-1.7 (b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972 <p>1) Ensure that the district/charter school's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and addresses the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. Areas covered include, but are not limited to, the following:</p>			
<p>a) School climate/learning environment</p>			
<p>b) Courses of study, including Physical Education</p>			
<p>c) Library materials/Instructional materials and strategies</p>			
<p>d) Technology/software and audio-visual materials</p>			
<p>e) Guidance and counseling, including sexual harassment & grievance procedures</p>			
<p>f) Extra-curricular programs and activities</p>			
<p>g) Testing and other assessments</p>			

Directions: Indicate compliance (✓) or non compliance (✗) with the following requirements; those areas identified as non compliant MUST be addressed on the Comprehensive Equity Plan forms

h) Reducing or preventing the under representation of minority, female and male students in all classes and programs			
2) Include Multicultural Education content and practices across the curriculum.			
3) Ensure that instruction on African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (NJSA 18A:35-1)			
4) Include instruction on the Holocaust and other genocides in the curriculum for elementary and secondary school students. (N.J.S.A. 18A:35-28)			
B. Equality and Equity in Student Access N.J.A.C. 6A:7-1.7 & (g); Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; <u>Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education</u> (1989) Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status, as follows: 1) Ensure equal and barrier-free access to all school and classroom facilities.	Compliant	DOCUMENTATION OR EVIDENCE TO SUBSTANTIATE COMPLIANCE	Non Compliant
2) Attain minority representation, including racial and ethnic balance, within each school which approximates the district/charter school's overall minority racial and ethnic representation.			
3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.			
4) Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status, resulting in inappropriate placement within schools, courses, classes, programs or extracurricular activities.			
a) Ensure that minority and female students are not disproportionately represented in gifted and talented or accelerated/advanced courses, including math and science.			
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.			
c) Ensure equal and bias-free access for all students to computers, computer classes, vocational ed classes, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability or socioeconomic status.			

Directions: Indicate compliance (✓) or non compliance (✗) with the following requirements; those areas identified as non compliant MUST be addressed on the Comprehensive Equity Plan forms

d) Ensure that all limited English-proficient students have equal and bias-free access to all school programs and activities.			
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.			
5) Utilize a State approved language proficiency measure on an annual basis for determining the special needs of language-minority students.			
6) Utilize bias-free measures for determining the special needs of students with disabilities.			
7) Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including limited English-proficient students.			
8) Ensure that all pregnant students are permitted to remain in the regular school program and activities. If not permitted to attend school by her doctor, ensure that equivalent instruction is provided the student.			
C. Equality and Equity in Guidance Programs and Services N.J.A.C. 6A:7-1,7(c)Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998 Ensure that the district/charter school's guidance program provides the following:	Compliant	DOCUMENTATION OR EVIDENCE TO SUBSTANTIATE COMPLIANCE	Non Compliant
1) Access to adequate and appropriate counseling services for all students, including females, minority students, limited English proficient students, non-college bound students, and students with disabilities.			
2) The presentation of a full range of possible career, professional, and/or vocational choices for all students, including careers in the science and technology industries and nontraditional careers.			
3) Guidance Counselors are not using biased materials.			
D. Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972 Ensure that the district/charter school's physical education program is co-educational, as follows:			
1) All instructional activities are equitable and are co-educational.			

Directions: Indicate compliance (✓) or non compliance (✗) with the following requirements; those areas identified as non compliant MUST be addressed on the Comprehensive Equity Plan forms

E. Equality and Equity in Athletic Programs Athletic Guidelines 1986; N.J.A.C. 6A:7(d) and Title IX, Education Amendments of 1972 Ensure that the district/charter school's Athletic Program accomplishes the following: 1) An interest survey has been completed in the last three years to ensure equitable opportunities for female and male students to participate in athletics.			
2) Ensures relatively equal numbers of varsity and sub-varsity teams for male and female students.			
3) Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.			
4) Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.			
5) Provides comparable facilities for male and female teams.			

IV. <u>EMPLOYMENT/CONTRACT PRACTICES</u> N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973	Compliant	DOCUMENTATION OR EVIDENCE TO SUBSTANTIATE COMPLIANCE	Non Compliant
A. Ensure that the district/charter school provides equal and bias-free access to all categories of employment, as follows: 1) Utilize equitable practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district/charter school's certificated and non-certificated staff and within every category of employment, including administration.			
2) Target under-utilized groups in every category of employment.			
3) Ensure that the district/charter school's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights.			
4) Monitor promotions and transfers to ensure non-discrimination.			
5) Ensure equal pay for equal work among members of the district/charter school's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.			

Directions: Indicate compliance (✓) or non compliance (✗) with the following requirements; those areas identified as non compliant **MUST** be addressed on the *Comprehensive Equity Plan forms*

IV. <u>EMPLOYMENT/CONTRACT PRACTICES</u> <small>N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973</small>	Compliant	DOCUMENTATION OR EVIDENCE TO SUBSTANTIATE COMPLIANCE	Non Compliant
<p>B. Ensure that the district/charter school does not enter into, or maintain, contracts with persons, agencies, or organizations that discriminate in employment or in the provision of benefits or services, on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>			

- NJ State Division on Civil Rights website: <http://www.state.nj.us/lps/dcr/>
- U.S. Dept. of Education Office for Civil Rights website: <http://www.ed.gov/about/offices/list/ocr/index.html?src=mr>
 - U.S. Commission on Civil Rights website: <http://www.usccr.gov/>
- U.S. Dept. of Justice Civil Rights Division website: <http://www.usdoj.gov/crt/crt-home.html>

APPENDIX B

DISTRICT/CHARTER SCHOOL

COMPREHENSIVE
EQUITY
PLAN

FORMS

AFFIRMATIVE ACTION TEAM MEMBERSHIP FORM

The following Affirmative Action Team (AAT) members and other stakeholders participated in the development of the needs assessment and Comprehensive Equity Plan:

DISTRICT/CHARTER SCHOOL NAME: _____

NAME	TITLE	GRADE LEVEL (if applicable)	GENDER	SIGNATURE
	Affirmative Action Officer			

COMPREHENSIVE EQUITY PLAN

Academic Years 2004 - 2007

DISTRICT/CHARTER SCHOOL: _____

STAFF DEVELOPMENT PROGRAM

OBJECTIVE: Describe the plan to be implemented for Academic Years 2004 - 2007 to provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

STAFF DEVELOPMENT IS ONGOING (see above): (List by corresponding section/subsection from the district/charter school needs assessment checklist and use more than one page as needed.)

Activities for Staff Development	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
		05	06	07	Ongoing	
		Δ	Δ	Δ	Δ	

COMPREHENSIVE EQUITY PLAN

Academic Years 2004 – 2007

DISTRICT/CHARTER SCHOOL:_____

SCHOOL AND CLASSROOM PRACTICES

EQUALITY AND EQUITY IN CURRICULUM

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2004-2005 through 2006-2007, for developing and/or revising curriculum to eliminate discrimination, add multicultural content, and promote understanding and mutual respect among all students.

NON COMPLIANT AREAS: (List by corresponding section/subsection from the district/charter school needs assessment checklist and use more than one page as needed.)

Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
		05	06	07	Ongoing	
		Δ	Δ	Δ	Δ	

COMPREHENSIVE EQUITY PLAN

Academic Years 2004 – 2007

DISTRICT/CHARTER SCHOOL:_____

SCHOOL AND CLASSROOM PRACTICES

EQUALITY AND EQUITY IN STUDENT ACCESS

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2004-2005 through 2006-2007 to provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status or disability

NON COMPLIANT AREAS: (List by corresponding section/subsection from the district/charter school needs assessment checklist and use more than one page as needed.)

Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
		05	06	07	Ongoing	
		Δ	Δ	Δ	Δ	

COMPREHENSIVE EQUITY PLAN

Academic Years 2004 – 2007

DISTRICT/CHARTER SCHOOL:_____

SCHOOL AND CLASSROOM PRACTICES
EQUALITY AND EQUITY IN GUIDANCE PROGRAM SERVICES

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2004-2005 through 2006-2007 to provide equitable treatment, adequate and appropriate counseling services for ALL students, including females, minority students, limited English-proficient students, non-college bound students, and students with disabilities, and to ensure exposure and counseling services focused on careers in the science and technology industries, non-traditional career options and post-secondary opportunities for minority and female students

NON COMPLIANT AREAS: (List by corresponding section/subsection from the district/charter school needs assessment checklist and use more than one page as needed.)

Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
		05	06	07	Ongoing	
		Δ	Δ	Δ	Δ	

COMPREHENSIVE EQUITY PLAN

Academic Years 2004 – 2007

DISTRICT/CHARTER SCHOOL: _____

SCHOOL AND CLASSROOM PRACTICES *EQUITY IN PHYSICAL EDUCATION & ATHLETIC PROGRAMS*

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2004-2005 through 2006-2007 to ensure that there is gender equity in all physical education and athletic programs, and to ensure equitable opportunities for all students to participate in athletics regardless of race, national origin, gender, sexual orientation, religion, English proficiency, socio-economic status or disability.

NON COMPLIANT AREAS: (List by corresponding section/subsection from the district/charter school needs assessment checklist and use more than one page as needed.)

Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
		05	06	07	Ongoing	
		Δ	Δ	Δ	Δ	

COMPREHENSIVE EQUITY PLAN

Academic Years 2004 – 2007

DISTRICT/CHARTER SCHOOL: _____

EMPLOYMENT AND CONTRACT PRACTICES

OBJECTIVE: Describe the district/charter school's plan to be implemented for Academic Years 2004-2005 through 2006-2007, to ensure equitable practices in employment at all levels of responsibility, and to avoid engaging in business with firms that discriminate on the basis of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status, or disability.

NON COMPLIANT AREAS: (List by corresponding section/subsection from the district/charter school needs assessment checklist and use more than one page as needed.)

Implementation Strategies	Staff Responsible	Implementation Timeline				Indicator of Accomplishment
		05	06	07	Ongoing	
		Δ	Δ	Δ	Δ	